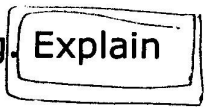


ASSESSMENT ADMINISTRATION GUIDELINES

- **This is not a 'test'.** It is very important that you set your students up for success. This is a writing sample to help us determine what the child **CAN** do.
- Students must be aware of what is happening. 
 - What kind of assessment will be used
 - Why they are doing the assessment
- **Do not** discuss or display information about the structure of the text type with students prior to collecting the sample
- Dictionaries may **only** be used during the Proof reading stage - teachers must **not** draw student attention to word lists around the room
- Students are to complete the cover page and demographics page before the writing time begins
- The writing task takes **40mins** – students may use the first 5mins as planning time if this was not done earlier and teachers may remind students after 35mins that they might want to use the last 5mins. to proof/edit.
eg. say you have had 35mins, you may proof read.
- This is a **FIRST DRAFT WRITING** with first pupil proof reading [Teachers are not to proof read]
- Writing Assessment must be administered in classrooms – not in large groups in a hall etc.

ASSESSMENT CONTEXT

1. Provide the experience

(Doesn't have to be same experience across the school)

- A School or Class Event
- Use a rich experience [Grandparents Day; Visits; animals/pets; an event; process –milking cows etc]
- 'Significant' experiences will produce a richer task
- 'Experiences' need to be in context with class programme and specific in nature. That is rather than getting children to write about 'The Zoo trip' it is more appropriate for children to write about an aspect of the trip.

2. Oral language experiences

- Talk to in pairs / groups / class
- Express their feelings, thoughts, ideas, observations of the experience.

3. Visual Language experiences

- Use photos/artwork/film/role play to capture feelings/thoughts/ideas to capture the experience

